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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, January 29 and 30, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Central High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Susan Brady is commended.

The staff and administration are congratulated for the generally fine program being provide for Central High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Central High School.

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State Superintendent
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| David F. Garrett | Business Administrator/Treasurer |

CENTRAL HIGH SCHOOL
ADMINISTRATION AND STAFF

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Counseling

Janice Paulsen.....Counselor

Support Staff

Laura Atkinson, Secretary
Gayle Brailsford, Secretary
John Flores, Security Officer
Brad Hale, Custodial
Rebecca Poulsen, Homestudy Secretary

Janis Rasmussen, Employment
Specialist
Gary Smith, Sweeper
Kellie Wilcox, Secretary

Faculty

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Marty Bernstein, Social Studies
Joy Brown, English
Rowland Butler, Dance
Sandra Clifford, Homestudy Advisor
Greg Coleman, Social Studies
Dayanne Coombs, Media/Librarian
Linda Covington, Math
Sheree Duncan, Safe Program
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Anthony Ivins, Science
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Robyn Moore, Step Program
Geraldine Pezely, Home Economics
Gwen Richman, Homestudy Advisor
Gary Seideman, Special Education
Robert Spencer, Science
Malofou Taosoga, Physical Education
Chaunce Venuto, Science, Math,
History

CENTRAL HIGH SCHOOL

MISSION STATEMENT

It is the mission of Central High School to instill in our students a vision for their future by helping them acquire appropriate skills and healthy lifestyles—which will ensure life-long learning essential to becoming responsible citizens, future leaders, and effective guardians of their children.

BELIEF STATEMENTS

1. Central High will provide students with the skills necessary for future success in life.
2. Central High will assist students with their transition into the job market.
3. Central High will provide students with the skills and activities necessary for success in school.
4. Central High will empower students to assume responsibility for their high school graduation.
5. Central High will develop/incorporate the most current curriculum available.
6. Central High will create a physical and emotional environment that fosters safety for students and staff.
7. Central High will recruit and support a specialized staff committed to alternative ways of learning.

MEMBERS OF THE VISITING TEAM

Mary Kay Kirkland, Chair, Assistant Superintendent/Instruction, Box Elder School District, Visiting Team Chairperson

Noel Zabriskie, Director of Secondary Education, Weber School District

Mari Braithwaite, Assistant Principal, Lehi High School, Alpine School District

Georgia Loutensock, Education Specialist, Utah State Office Education

Melissa Spencer, Math Teacher, Creekside High School, Murray School District

John Williams, Speech/Drama/Humanities Teacher, Creekside High School, Murray School District

VISITING TEAM REPORT

CENTRAL HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Granite Alternative High School was originally located in a renovated elementary school on Redwood Road and 4800 South. It opened in September 1975 and soon reached an enrollment of 650 students. In 1984, the name was changed to Central High School and the program was moved to 200 East 3020 South. Central High School has moved to several different locations over the years; at the beginning of the 2002-2003 school year it finally moved into a brand new building at the present location of 501 East 3900 South.

Central High School was originally created to meet the educational needs of eleventh and twelfth grade students. However, due to the increasing demand for alternative placements for younger students, Central has changed enrollment policies in recent years to allow ninth and tenth grade students to enroll.

Central High School presently serves students who have been unsuccessful in traditional programs. The school provides a wide variety of curricular offerings and flexible schedules to meet the needs of at-risk students. Staff members and faculty create a warm and accepting atmosphere for these students and their parents.

a) What significant findings were revealed by the school's analysis of their profile?

The administration and staff of Central High School obviously put many hours of hard work into gathering information and studying departmental processes for their School Profile. It was clear from the information presented that teachers in the various departments had spent a considerable amount of time analyzing their practices as related to quality instructional design and assessment. Teachers in each department also worked through the eleven essential questions to identify areas of strength and recommendations for growth.

The Visiting Team felt that the school had included an abundance of information in the profile, but limited analysis of that information. Some examples include: (1) There were many pages of disaggregated student achievement results from CRTs, but no reference was made in the profile to how individual groups of students were performing academically or how the school would address the needs of different student populations. (2) One hundred percent of the students who took the Core test for biology scored at partial or minimal mastery—yet, in the departmental analysis section, the Science Department made no reference to the assessment results or to any perceived need to more closely align curricula with State Core standards and proficiency expectations. (3) The principal

indicated that she chose not to have focus groups to analyze organizational effectiveness, but instead asked departments to assess their organizational effectiveness based on surveys. However, survey results of only two of the seven areas identified by the NSSE rubrics for evaluating organizational effectiveness were included in the profile, and none of the action plans address any aspect of organizational effectiveness.

- b) *What modifications to the school profile should the school consider for the future?*

The Central High School profile includes several lists of things teachers and staff “will do” to improve the educational experience for all of their students. The Belief Statements list seven things the school will do. Each department has identified recommended areas for growth, as well as their own departmental DSRLs. The Central High Vision lists 65 things the school “will do” in seven separate areas, and each of the four action plans lists goals to be accomplished (including Action Plan #3, which addresses each of the seven Life Skills identified by the USOE).

The Visiting Team suggests bringing all of the Central High stakeholders together to identify three or four areas (DRSLs) that will provide a targeted focus for the improvement efforts of the entire Central High community.

Suggested Areas for Further Inquiry:

- Collect longitudinal data on student achievement.
- Provide analysis of disaggregated student achievement data.
- Add demographic data to parent and student survey information (i.e., who took the survey, how it was administered, what the return rate was, how the original questions were worded, which high school attendance areas the surveys came from, etc.).
- Link improvement efforts and action plans to specific student achievement and survey data.
- Use the NSSE rubric to guide analysis of organizational effectiveness.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study*

process on behalf of students?

The Central High School leadership team made a concerted effort to engage the various stakeholder groups in a collaborative self-study process. Despite the best efforts of the administration, leadership team, and staff, there are some pieces of the self-study process that need to be revisited. This is to be expected, since it is the school's first experience with the new accreditation process. The Visiting Team recognizes that the school and its leadership team made a sincere effort to do a thorough analysis of the school's strengths and limitations, and commends the school for its sincere effort.

In interviewing staff members, parents, and students, it was apparent that many stakeholders still have questions regarding the purpose of the self-study, the processes involved, and the importance of identifying a limited number of very specific school-wide DRSLs. As a result, the administration and the leadership team will have some work to do to bring the stakeholders together around a more focused improvement effort.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The Central High School profile focuses predominately on information gathered by the leadership team. Demographic data, student achievement results, and departmental analyses provide insight into the Central High School story. However, the Visiting Team found that the greatest strengths of Central High were not documented in the profile. In interviewing students, parents, and staff members, the VT discovered a school where students who have given up on graduation are given a second or third chance to succeed, a school where all students feel valued and accepted on their own terms. Central High School is a school where teachers work one on one with students not only to help them learn the content, but to help them learn the lessons they will need to know to overcome challenges in their lives. The school has also worked diligently to provide a learning environment that is free from threats, both real and perceived. As students were interviewed, the pervasive feeling of physical and emotional safety was something they mentioned often. Central School is to be commended for providing a nurturing climate not found in most "alternative school settings."

The biggest challenge identified by the Visiting Team is the need to make credit earned in core subjects at Central High School equivalent to credit earned for the same subjects at a traditional high school. This need for equivalency will become even more pronounced as the state of Utah moves into a mode of requiring students to demonstrate proficiency before high school credit is awarded. A comprehensive study of organizational effectiveness will move this staff forward in identifying areas of strength and recommended areas for improvement. The Visiting Team encourages the staff to work together to align curricula to state standards and to use assessment data to inform instruction.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Central High School has not identified specific schoolwide Desired Results for Student Learning (DRSLs).

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The mission statement for Central High School was established nearly 11 years ago. The principal indicated that they have revisited the mission statement each year and that it has changed slightly over the years she has been at the school. The longevity of staff members at the school has allowed the mission to be carried forward with only minor changes. However, some staff members seemed unsure of the mission statement and indicated that they were not part of any collaborative review process.

The Visiting Team would encourage the school to revisit and share its mission not only with new staff members, but with veteran staff, parents, students, and the community.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school has established a list of statements that reflect a strong commitment to empowering students with life skills and the skills necessary for success at Central High School. However, these statements seem to be mandates for the staff rather than theoretical beliefs that guide decisions and practices at the school. The Visiting Team would encourage the school staff to reflect on their personal and collective beliefs about student learning and to use those powerful beliefs to inform policy and practice. The “Central High will provide . . .” statements would be more appropriately placed in the goal section of the action plans.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school has not clearly identified schoolwide desired results for student learning at this time; therefore, it is not possible to determine whether the school’s mission and beliefs are in alignment with the DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum addresses the diverse learning needs of this student population and is focused on supporting and challenging all students in their efforts to earn the credit necessary for graduation. Curricula are loosely based on the Utah Core Curriculum. There needs to be a stronger emphasis on and implementation of the Core Curriculum to ensure that students are meeting basic competencies.

There is a shared vision for student learning held by administration, teachers, students, and parents; however, this vision does not seem to result in coordination and articulation of the actual curriculum as it is being taught in the classroom.

Utah Life Skills are emphasized and incorporated across all subject areas and classes. Particular skills are given special emphasis on a rotating basis, approximately every other year.

There is evidence of some cross-curricular collaboration. Teachers team for special projects, field trips, and some coursework. Teachers with common planning periods have developed and successfully taught collaborative units. There is limited collaboration within subject area departments due to the size of the departments (i.e., there are only two subject area teachers who are not able to share a common planning period or work schedule).

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The teaching staff has been involved in extensive training to implement literacy in all subjects and classes. There is strong evidence of the inclusion of reading and writing in most classes. The teaching staff will continue to expand the literacy training while beginning inservice training to also implement numeracy into all classes.

Because the desired results for student learning have not been clearly identified, it is difficult to assess their alignment with the curriculum. There is evidence that the staff is making a considerable effort to align their curriculum to the goals articulated in the school action plan.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of*

learning experiences that actively engage students?

For such a small secondary school, Central High School offers a large number and wide variety of course choices and learning options. In addition to the educational program offered from 8:00 -11:30 a.m. each day, Central High provides the option of an individualized home study program for students wishing to make up missed credits or to earn credits at a faster pace. There are also opportunities for students to earn credits for work-related experience and/or community service. Attendance at community cultural events, classes at the Salt Lake Art Center, and school/family educational workshops offer other avenues for earning graduation credit. A limited number of students spend time in the afternoon attending high schools in the district for courses that are not offered at Central High. While interviewing a number of students, the Visiting Team noted that they all seemed to be aware of the various options for earning credit—with the exception of attending other high schools in the area.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The teachers who were observed used a variety of strategies, including orally quizzing students to initiate discussion, cooperative “think-pair-share” activities, role-playing, short essays, poetry composition, drawing, cooking, and rhythmic dance. Teachers related that they also use guest speakers, optional trips to theatrical events with a critical review assignment, optional P.E. activities such as a 5K run, and field trips to the canyons for integrated English, Art, and Smoking-Cessation activities. As the Visiting Team conversed with students, they expressed their satisfaction with the hands-on strategies most teachers employed, but shared their frustration concerning teachers who still use text and worksheet instructional strategies almost exclusively.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The best support for student learning at Central High is the accepting environment created by the administration, staff, and students. There is a pervasive feeling of caring and safety everywhere in the school. Students who reported feeling “put down” by students and faculty alike at their previous schools commented that here they experience none of that. Students also expressed the feeling that “teachers care about us and want us to succeed.” Smaller class sizes and one-on-one interaction between teachers and students provide additional support for at-risk learners. Staff members are available after the morning block of classes to provide tutoring and targeted small group instruction. Students also have the option of checking out packets to work independently to earn additional academic credits.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Before admission to Central High School, students are given reading and math tests (similar to the CRTs) to determine their level of competence in literacy and numeracy. During each mini-term (22 days), most teachers require a pre-test and a post-test to track student learning in each content area. The Visiting Team would recommend more of an emphasis on students demonstrating competence in Utah State Core Curriculum standards in each content area.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

There has always been a heavy emphasis at Central High on students learning life skills and being prepared for whatever future challenges they may face. Students have not always been held to the same academic standards as their same-age peers in traditional high school settings. The Visiting Team would encourage the staff to raise academic standards by making the classroom environment more rigorous, and aligning curriculum goals with state standards. The high rate of transience in the student population at Central High School makes accurate assessment very difficult; it is extremely challenging to maintain a consecutive learning process for all students.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The teachers at Central High work effectively one on one with their students to design assessments that measure what their students have learned during a mini-term. Students are held accountable for participating in class, completing assignments, and demonstrating what they have learned on tests, portfolios, etc. To succeed at Central High School, students must have a desire to learn and keep track of their own progress. A few teachers seemed unsure of what their assessment framework should be, or how they should be assessing their students' work.

Leadership for School Improvement:

- a) *To what extent does the leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership at Central High School extends well beyond the principal's office. Because the administrator, counselor, and many of the teachers and support staff have been with this alternative endeavor for over ten years, the responsibilities for

leadership are shared throughout the school. The staff is extremely well educated and properly endorsed in their teaching areas, and the support staff is very knowledgeable about dealing with alternative students in a variety of circumstances. Over the years, these conditions have led to a very collaborative style of leadership, with many decisions being made by the staff as a whole.

The leadership challenge for this staff will be to focus the positive energy that in the past has been channeled toward climate, safety, and acceptance, and channel it in the future toward improved teaching and learning.

- b) *To what extent does leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The leadership at Central High has collected an impressive array of data. The challenge now becomes how to analyze that data and then how to use the results of the analysis to drive decisions about teaching and learning. This could be an area for professional development in the future.

Central High has made a sincere effort to survey both parents and students to identify the perceived strengths and weaknesses of the school. The Visiting Team would have liked to have more demographic information concerning who took the survey and how it was administered, but the results as they were documented in the profile indicate some areas of concern for both parents and students. These concerns should be addressed collaboratively by the staff.

- c) *To what extent does leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Central High School does not have a comprehensive assessment system in place at this time. The assessment information in the profile was based on state-administered criterion-referenced and norm-referenced tests. Most courses in the school require a pre- and post-test at the beginning and end of each mini-session, but teachers indicated that the assessment standards for receiving credit for each course varied widely by teacher and by content area.

- d) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Central High is beautiful and well-managed facility. The leadership team in the school has done an excellent job of maintaining this fantastic new building and procuring necessary funding and resources to run effective programs. Teachers, parents, and students indicated that they were pleased with the level of safety they felt in this environment.

The principal has also done a lot of work in the area of efficiency in admitting new students. The admittance process takes on new meaning for a school that takes referrals from nine of the largest high schools in the state. The fact that these students are constantly coming and going also adds to the challenge of the process. The program that the principal has designed for referral, intake, and orientation at Central High School is a model that will no doubt be copied by many members of the Visiting Team as they return to their own districts and should be shared with other alternative schools statewide.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*

The principal at Central High School has shown a willingness to commit all available resources to the accomplishment of the action plans.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Outreach to parents and the community is more difficult for an alternative school than for a regular one. Many of the parents of these students have not had good experiences in dealing with school personnel in the past, so they are reluctant to get involved. Central High School has tried to overcome these barriers by making the school a very inviting place for students and parents. They have increased the number of parent/teacher conferences to try to get parents into the school and keep them informed of their student's academic achievement. The very structured orientation process, which parents are required to attend, also helps to connect the parents to the school and to involve them as active participants in their child's education.

There was no evidence in the profile of partnerships with the community surrounding the school, but, since many of these students participate in work study and internships for credit, such partnerships most certainly exist.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team was impressed with the learning environment of Central High School. The students indicated strongly that they feel physically and emotionally safe with each other as well as with staff members. Students also said that they feel valued as individual human beings in their classes. This accepting tone is felt as one enters the building. In spite of the fact that the population of Central High

School comes from such a large geographic area, and that they are enrolled for less than the traditional high school's three years, parents also seem to feel connected to the school. For the most part, teachers, support staff, and the administration appear united in their goal of helping students succeed.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The evidence supports the conclusion that there is a strong effort to include parents in the process of ensuring that all stakeholders understand the school's expectations of students. The parent/student orientation sessions held at the time of enrollment have been expanded to facilitate this process. The school's collaborative network includes parent participation on an advisory council as well as parent/teacher conferences, which are held four to six times each year. Because of the role alternative high schools play in the community, it is difficult to implement other strategies common in traditional high schools.

Survey information supports the need to increase opportunities for students to connect with career planning and other facets of preparation for the future.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

In support of the school's literacy goal, the staff has participated in professional development related to Six Traits Writing. Technology and reading strategies in the classroom have also been a focus for recent schoolwide inservice efforts. As the school looks to future opportunities for professional development, the plan is to gather input from the staff concerning their needs related to the School Improvement Plan. For example, some teachers expressed concern about the alignment of classroom instruction to the end-of-level core tests. The Visiting Team would encourage the staff to seek inservice options that would address this issue.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

There is a wonderful feeling of collegiality that exists among the staff members of Central High School. The Visiting Team noted that teachers seemed to genuinely enjoy working together. The teaching staff also interacted with students, classified staff, and the principal in a very congenial manner. This warm and friendly climate could be used in a positive way to move this staff toward improvement together, or it could become a roadblock to productive change. If

the school “feels like a good place for students, parents, and teachers,” staff members may be reluctant to look for gaps in students’ academic achievement.

The way the master schedule is set up at Central High allows teachers in different content areas to collaborate on courses, field trips, and projects. However, it does not allow teachers in the same department to work together during preparation times. In order to facilitate the difficult work of productive change and continuous school improvement, we would encourage the administration to look for ways to bring content area teachers together on a regular basis to study data, map curricula, collaborate on effective strategies, design classroom-level assessments, and examine student work.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

Standard I—Educational Program

This standard is met.

Standard II—Student Personnel Services

This standard is met.

Standard III—School Plant and Equipment

This standard is met.

Standard IV—Library Media Program

This standard is met.

Standard V—Records

This standard is met.

Standard VI—School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII—Preparation of Personnel

This standard is met.

Standard VIII—Administration

This standard is met.

Standard IX—Teacher Load

No teacher/student ratio is given in the annual report (417 students 18 teachers). Not all teachers are not fulltime.

Standard X—Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS—ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The schoolwide action plan addresses the required goal areas of literacy and numeracy prescribed by Granite School District. The third action plan focused on “Life Skills.” This plan lacked the specificity necessary for a viable action plan due to the fact that the area of “Life Skills” is too broad to address in one plan. The Visiting Team recommends revising this plan when the school comes to consensus on its schoolwide DRSLs.

The fourth Central High School Action Plan addresses the need for a more comprehensive orientation process for transitioning students. This plan meets the needs identified by the students, parents, and staff.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The staff of Granite School District is very supportive of the accreditation process and continuous improvement for schools. The staff at Central High School has been involved in the self-study process as well as the evaluation of data and the formulation of action plans to meet the needs of students and teachers. As the staff addresses the recommendations of the Visiting Team over the next three years, the school leadership team will be able to incorporate the schoolwide DRSLs into the action plans which should lead to a defined focus on outcomes for students and teachers.

- c) *How sound does the follow-up process that the school intends to use for*

monitoring the accomplishments of the schoolwide action plan appear to be?

In the action plan on literacy, the staff is using a process of pre/post-testing to show improvement on schoolwide literacy goals. They also intend to collect data on how many students have used the materials in the media center and the number of students using the computer lab over a period of time. An increase in these areas would indicate an increase in student reading and writing activities. The Visiting Team would suggest that course completion data and reading level assessments also be used to indicate progress on identified literacy goals.

An analysis of math scores on criterion- and norm-referenced assessments will be used to indicate an improvement in the goals identified in the Numeracy Action Plan. The Visiting Team would suggest that grades and completion of coursework at an acceptable level would also indicate progress on the identified numeracy goals.

The action plans targeting Life skills and orientation need to include more information concerning desired outcomes and acceptable indicators of improvement.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

1. The administration and staff of Central High School are to be commended for creating a safe, caring, and positive environment that is conducive to student learning. Contrary to stereotypical perceptions about alternative schools and alternative school students, Central High has been able to foster a climate that is structured, non-threatening, and encouraging.

Students and parents were very complimentary of the way in which teachers, support staff, and the administration treat students and attend to their emotional and academic needs.

2. The administration and staff are to be commended on the collegiality that exists between and among teachers, support staff, and the administration. Classified staff expressed feelings of acceptance and satisfaction in working with the principal and teachers. Teachers appear to enjoy working together and sharing information concerning strategies to promote student success. Evidence of cross-curricular collaboration was noted in several of the course offerings listed.
3. The staff is to be commended on the extensive course offerings available to

Central High School students. Considering the school's small staff and student body, students have a remarkable number of course options for each 22-day mini session. The staff has also provided a variety of ways for students to earn credit including independent study, afternoon sessions, parent/student classes, community service, projects, etc.

4. The staff is to be commended on their attention to the importance of life skills for their alternative students. Teachers infuse life skills and values into the curriculum through class discussions, one-on-one interactions, and a variety of classroom activities. By participating in cooperative group work, students are learning to value the perspectives of other people and groups and to accept their peers on an equal basis.

Recommendations:

1. It is recommended that teachers in the school work together to more closely align their course content to the Utah State Core Curriculum. Students should be expected to demonstrate mastery or near mastery of standards and objectives in core subjects. Assessments should be aligned to the standards and objectives outlined in the Core.
2. The school should continue to collect and analyze data required to adequately meet the needs of all students.

Suggested areas on which to focus efforts include:

- a. More data on student achievement.
 - b. Longitudinal data on student achievement.
 - c. Analysis of disaggregated student achievement data.
 - d. Demographic data added to parent/student surveys (i.e., who took the survey, how many surveys were administered, how many were returned, high school attendance area, when and where the survey was administered, how the questions were worded, etc.).
 - e. School improvement efforts linked to specific data on student achievement.
 - f. The use of the seven National Study of School Evaluation (NSSE) rubrics to assist in the assessment of the seven key areas for organizational effectiveness.
3. The school staff should revisit the process of determining belief statements and desired results for student learning. Belief statements should be theoretical and embody the beliefs of all stakeholders involved in the Central High School educational process. DRSLs should be more succinct and measurable. By identifying a limited number of schoolwide DRSLs, the staff will be empowered to focus on goals and effective strategies to ensure student success.